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ABSTRACT

The purpose of the Emporia State University (Kansas) Center for Educational Research and Service is to provide research and staff development services to Kansas public schools. The Center was begun in 1982 to provide these services and to stimulate College of Education faculty to conduct research. Since 1984, the Center has expanded its mission. It now publishes materials for use by preservice students and field practitioners, miscellaneous reports and guides, and a journal of education. Specialized institutes provide both intensive training and follow-up services to field practitioners in curriculum development, staff development, and reading. The Center provides assistance with the preparation of grant proposals, and also gives annual awards to faculty members for exemplary teaching, service, and scholarship. Future goals of the Center include expanding it into the institute for Educational Excellence to provide more services to Kansas educators. (CB)

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Research and Staff Development
Services to Public Schools

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CENTER FOR EDUCATIONAL RESEARCH AND SERVICE
College of Education
Emporia State University

SP 027 260

The Emporia State Model for Providing
Research and Staff Development
Services to Public Schools

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Center for Educational Research & Service
College of Education
Emporia State University

Presented at the Association of Teacher
Educators Conference in Atlanta, Georgia

February 24, 1986

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The Emporia State Model for Providing Research
and Staff Development Services to Public Schools

Purpose of the Presentation

It is the purpose of this presentation to explain the Emporia State model for providing research and staff development services to Kansas public schools, and to discuss how other colleges and universities can implement similar programs.

The Model: Emporia State University's Center
for Educational Research and Service

THE BEGINNING (1982-84)

The Center for Educational Research and Service was begun in 1982 under the leadership of Dean Richard Ishler (now Dean at Texas Tech University) and Dr. Jack Skillett (the first Center Director/currently Dean). The initial purposes of the Center were to:

- provide research services to LEAs
- provide staff development services to LEAs
- stimulate College of Education faculty members to conduct research
- stimulate College of Education faculty members to seek grants
- publish research findings for use by LEAs.

It was understood that school districts and other agencies receiving assistance would remunerate the Center and/or those providing the services. Most services were provided by ESU faculty members; charges included a 10 percent "administrative fee" for the Center for all consultant jobs. Campus-based workshop budgets incorporated as much as a 25 percent income for the Center.

The Center also provided direct services to the Flint Hills Educational Research and Development Association (a consortium of 17 school districts), to conduct two ESU-based inservice days. It was the relationship with FHERDA which gave the Center its firm financial foundation, boosting its net assets to roughly \$6,000 by 1984. That amount was generated by a \$2,500 net annual income from FHERDA; the remainder was earned through miscellaneous services and research publications. Examples of such services and publications are listed in the "Materials Summary," found in the Appendix. Samples of these materials are on display at the presentation.

Here are adaptability guidelines:

- secretarial services are provided by the university on an "as-needed" basis;
- graduate assistants are provided by the university when they aren't needed to fulfill a primary assignment;
- the director is a faculty member released .25 from teaching

- responsibilities;
- office space is provided;
- endowment office is used as "bank" and primary record-keeper; and
- operating expense and "restricted fee" accounts are established.

EXPANSION (1984-Present)

Since March, 1984, the Center has expanded its mission in a number of ways.

To provide greater service to the field, and to generate more income, the Center publishes (1) materials for use by preservice students, (2) specialized guidebooks for use by field practitioners, (3) miscellaneous reports and guides, and (4) a journal of education. Specialized "institutes" provide both intensive training and follow-up services to field practitioners in (1) curriculum development, (2) staff development, and (3) reading. A new consortium of districts was formed in central Kansas, and a contract was developed with the Kansas Joint Commission on Public Understanding of the Law to produce Law-Related Education (LRE) materials for use in Kansas schools. The Center was also successful in obtaining USDE funds to support dissemination of LRE materials, and Kansas Family and Children Trust Funds to underwrite a program to overcome child abuse.

To provide greater service to the ESU College of Education, the Center provides assistance with the preparation of grant proposals, and led in the development of entries for AASCU's "Showcase for Excellence" and ATE's "Distinguished Program in Teacher Education" Award competitions. Faculty are given help in obtaining consultantships, and advice is provided on everything from journal article writing to the design of research projects. In 1985 the Center began producing two in-house publications to share the scholarly and service activities of College of Education faculty members with all University staff members.

Finally, and perhaps most important, the growing Center resources are used to give selected faculty members annual awards of \$400 each for exemplary teaching, service, and scholarship. Outstanding graduate and undergraduate students also receive recognition....for classwork, student teaching, and research. They are recognized by plaques paid for by the Center. In addition, faculty members who attend out-of-state conferences may receive up to \$300 in supplemental travel awards from the Center.

In brief, because of the entrepreneurship of the Center, no ESU administrator or professor can claim that a project isn't possible because of a lack of money. Worthwhile projects within the College of Education are frequently and liberally funded.

Here are adaptability guidelines:

- manuals produced by faculty members for use by students, and sold in the college store, are published by the Center;
- guidebooks and videotapes produced by faculty members for sale to

- field practitioners are published by the Center;
- journals are published and sold;
 - long-term staff development contracts are established with consortia and individual districts;
 - contracts are developed with agencies and associations to provide special services (LRE/ATE-K for example);
 - visibility is attained by successful grant proposal writing, and coordinating entries in award programs;
 - faculty support is obtained through channeling consultant jobs to them, giving them special recognition, and supplementing out-of-state travel stipends; and
 - Center staff have teaching responsibilities (professors) or are talented part-time personnel from the community.

THE FUTURE (June, 1986....)

In June of 1986 the Center for Educational Research and Service will become the Institute for Educational Excellence. Depending on the success of negotiations with a local trust, the new Institute may receive an endowment of \$350,000. That endowment would generate roughly \$35,000 annually to support various Institute programs; currently understood conditions on the use of that money include (1) attachment of the donor's name to the Institute's title, and (2) an annual allotment which would be used to help fund a distinguished chair. At this point it is assumed that all other decisions as to how funds will be used would be made by the Dean of the College of Education and the Institute's director (Assistant Dean....see the proposed tables of organization on pages 8 and 9.)

The new Institute can be considered Phase III in the development of this special program. Phase I, as discussed in the section titled "The Beginning," was operated on minimal funds and required considerable use of already available resources. That phase was successful in creating a partial "nest egg," and in creating enough visibility that its continuing success was a distinct possibility. Phase II, "Expansion," broadened the services and succeeded in achieving a solid basis of financial support within the University. Faculty loads associated with Center work became .5 (director), .25 (research coordinator), and .25 (field services coordinator). A Clerk III (administrative assistant) received a full classified appointment, and a graduate assistant became coordinator of publications.

Phase III, the Institute, provides the foundation for the ultimate (Phase IV) appointment of full-time personnel in all areas now identified as Institute functions: field service, research and policy development, grants and special projects, publications, and law-related education/effective methods of teaching. However, starting in June those functions will be funded at .5 for the Assistant Dean and Director of Grants and Special Projects, and .25 for the Directors of Field Service and Publications. The Director of Law-Related Education receives a .9 salary from the Kansas Office of Judicial Administration, and receives a small monthly stipend

coordinating the EMT Project.

Here are adaptability guidelines:

- interest is developed among highly competent university personnel in working with the Institute on a partial-load basis;
- talented personnel are recruited from the local community to work in such areas as publications;
- a solid table of organization is established, to serve as a foundation for further expansion; and
- services offered and delivered by the Institute emphasize the appropriateness of local expertise, accountability for stimulating change, and thorough follow-up activities.

APPENDIX

WE ARE THE . . .

Center for Educational Research & Service

AND WE WANT YOU TO . . .

COUNT ON US.

EDUCATORS ACROSS KANSAS CAN COUNT ON US FOR . . .

- 1 STAFF DEVELOPMENT PROGRAMS**
Conferences, Workshops, and Institutes
Held on Campus — Open Attendance
Districts Contract with the Center for
Needs Assessments, Evaluations, or
Delivery of Inservice Programs
- 2 PERSONNEL EVALUATION SYSTEMS**
Superintendent Evaluation
Building Principal Evaluation
Faculty Evaluation
- 3 PUBLIC OPINION SURVEYS**
Community Attitudes Toward Education
Polls of Facility Needs and/or Selected
Educational Issues
- 4 ANALYSIS OF COMPETENCY
TESTING**
Local Results of the State Minimum Com-
petency Test
Local Results of Nationally Standardized
Tests
- 5 COST EFFECTIVENESS STUDIES**
Pupil-Teacher Ratio and Associated Staff-
ing Practices
Teacher-Administrator Ratio and Associ-
ated Staffing Practices
Transportation Systems
Food Service Systems
Special Education Delivery Models
Investment of Idle School District Funds
- 6 LAW-RELATED EDUCATION**
Life/Liberty/Law Series of Publications
for Each Grade Level K-12
- 7 EDUCATIONAL RESEARCH
STUDIES**
Comprehensive Research Studies in
Selected Areas Identified by the
Unified School District
- 8 PERSONNEL SCREENING AND
SELECTION**
Screening of Superintendent Can-
didates
Collaboration with Other Agencies on
Screening of Superintendent Can-
didates
Other Administrator and/or Staff
Screening
- 9 CURRICULUM AND PROGRAM
DEVELOPMENT**
Curriculum Development
Implementation of Selected Cur-
riculum Programs
Evaluation of Existing Curriculum
Practices
Comprehensive K-12 Program Evalua-
tions
Guidance Program Evaluation
- 10 FACILITY PLANNING**
Identification of Short and Long Range
Building Needs
Assistance with Referendum Issues
Development of Long Range Capital
Improvement Plans
Enrollment Projections
- 11 COOPERATIVE PURCHASING**
Paper Supplies
Instructional Supplies
Selected Auxiliary Service Supplies
- 12 PUBLICATIONS**
Kansans' Attitudes Toward
Education
Teacher Supply and Demand in
Kansas Public Schools
Guide to Middle Level Education
Guide to Understanding the Use
of Computers in Education



PURPOSE OF THE CENTER

The purpose of the Center for Educational Research and Service is to provide a means for meeting the research, consultant, and inservice education needs of Kansas public school districts and other educational organizations and agencies.

Personnel assigned to the Center for Educational Research and Service work with other University faculty members in the design and marketing of field-based academic programs, and provide assistance with: (1) proposal writing, (2) opinion surveys, (3) inservice programs, (4) research projects, and (5) the preparation of special publications.

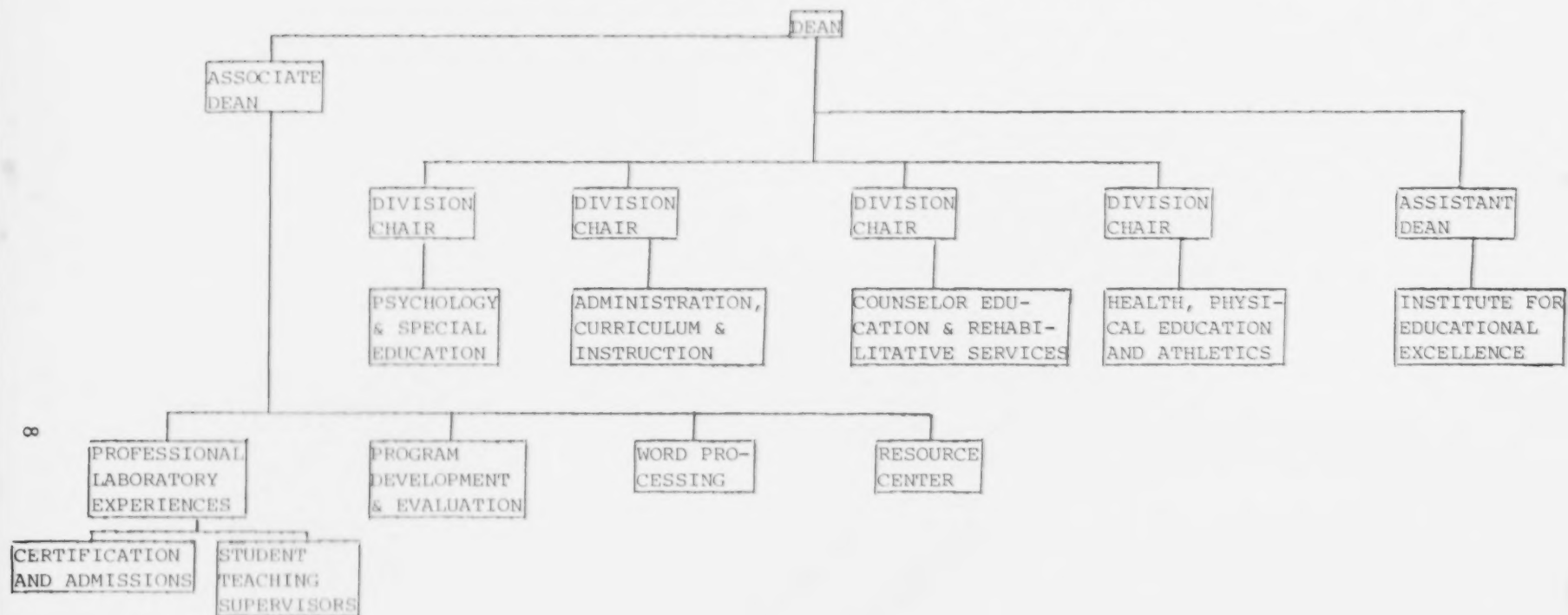
CENTER FOR EDUCATIONAL RESEARCH AND SERVICE

Director Dr. Stuart Ervay
Associate Director Patricia P. Kells
Research Specialist Dr. L. D. Tompkins
Law-Related Education Specialist Carol Roach

FOR ADDITIONAL INFORMATION, CONTACT:

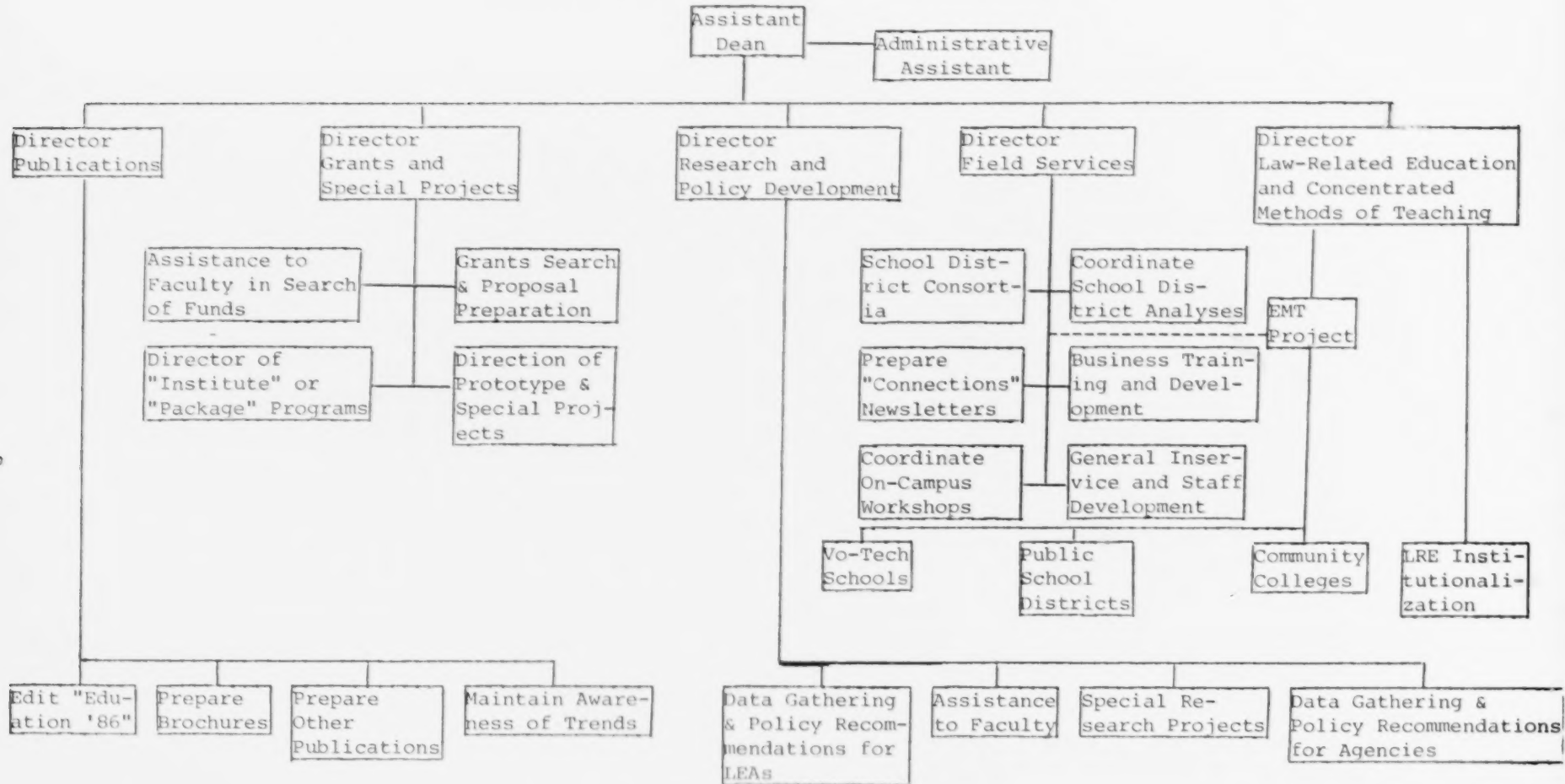
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Emporia State University - Box 36
1200 Commercial
Emporia, KS 66801
316-343-1200, Ext. 372

COLLEGE OF EDUCATION ADMINISTRATIVE ORGANIZATIONAL CHART



EFFECTIVE JULY 1, 1986

INSTITUTE FOR EDUCATIONAL EXCELLENCE-FUNCTIONS



EMPORIA STATE UNIVERSITY ENDOWMENT ASSOCIATION, INC.

V O U C H E R

(Please Prepare One Carbon Copy)

Please issue a check to _____
(Name of Individual, Firm or Company)

Disbursement should be made from the Center for Educational Research & Service
trust account which is held by the Emporia State University Endowment
Association.

Amount of Disbursement \$ _____

Reason for Disbursement _____

This transaction should be handled in the following manner:

☒ Send the check directly to Christy Schreck - Center for Educational
Research and Service

For bookkeeping purposes, indicate how this should be posted:
(Please check appropriate box and indicate amount if different from total)

☐ Staff Development _____

☐ School District Research & Service _____

☐ Conferences _____

☐ FHERDA, Grants, & Service Projects _____

☐ Direct Center Expenses _____

☐ Curriculum Materials, Etc.

Authorized by _____
Director, Center for Educational Research
& Service

Date _____

Authorized by _____
Dean, College of Education

AGREEMENT BETWEEN EMPORIA STATE UNIVERSITY'S
CENTER FOR EDUCATIONAL RESEARCH & SERVICE

and ;

It is agreed that the Center for Educational Research and Service at Emporia State University will provide to _____

the service(s) described below in exchange for remuneration outlined under Section II, Financial Provisions.

I. Service(s)

II. Financial Provisions

A. Services Rendered

1. Consultant Fees:
2. Clerical:
3. G.A./Programmer:

B. Consultant Expenses

1. Mileage:
2. Meals:
3. Lodging:

C. Materials

1. Duplicating:
2. Printing:
3. Binders/Envelopes:
4. Postage:

D. Other

1. Telephone:
2. Computer time:

E. Administrative Costs:

F. Total:

III. Payment Schedule

IV. Consultant(s) Providing Service

V. Other Stipulations

Director, Center for Educational
Research & Service

Date

Date

PARTNERSHIPS--BUILDING A MODEL UNIVERSITY PROGRAM
FOR SERVICE TO KANSAS PUBLIC SCHOOL DISTRICTS

A Nomination for the AASCU Showcase for Excellence Award in the
Category of Strengthening Relationships with Local School Districts

Emporia State University
Emporia, Kansas
May 1, 1985

Partnerships is an Emporia State University program designed to strengthen relationships with public schools. It contains four basic strategies for offering services needed by public school practitioners: (1) providing leadership to formal school district consortia located in the University's proximate region, (2) sponsoring critical issues workshops for individual Kansas educators who need up-dating on new or revised concepts and practices, (3) co-sponsoring conferences on topics of special interest to both university personnel and the state's professional associations, and (4) conducting multi-phase training institutes for the purpose of preparing school district leaders in curriculum, effective schools, and reading.

In this statement of nomination for the AASCU Showcase of Excellence Award will be full explanations of the problem which caused the development of the *Partnerships* program and the goals of the project. Also, each of the four components of the *Partnerships* program will be described in terms of their purposes and activities.

THE PROBLEM

Regional universities tend to offer services to school personnel which have little or no relationship to real needs or concerns. This condition exists because universities do not (1) become part of the total educational community,¹ (2) exercise sensitivity to varying perspectives on educational theory and practice,² (3) advocate workable procedures and program models,³ (4) use leadership techniques known to be most effective,⁴ and (5) clearly identify a constituency and build a solid network to serve that constituency.⁵

An aloofness from the mainstream of public education constrains personnel in regional universities from developing and advocating procedures and program models that really work in the public schools. There is a tendency for such universities to act as mere clearinghouses of information, not as centers in which decisions are made and assertively acted upon. This "clearinghouse of information" mentality, and the penchant for avoiding the role of advocate, reduces a regional university's ability to provide leadership. Finally, many

BEST COPY AVAILABLE

regional universities are unclear as to what constitutes a proper constituency in terms of geographic area and fields of human interest. There have been many instances in which a constituency has been either too large or small for a university to be truly effective.

THE GOALS

The goals of Emporia State's *Partnerships* program are directly related to the five components shown in "The Problem" section of this document. Through the *Partnerships* program Emporia State seeks to:

1. become a dynamic agent in the total educational community,
2. exercise sensitivity to varying perspectives on educational theory and practice,
3. advocate workable procedures and program models,
4. use leadership techniques known to be most effective, and
5. clearly identify a constituency and build a solid network to serve that constituency.

PROGRAMS AND ACTIVITIES DESIGNED TO ACHIEVE THE GOALS

To meet the five goals of the *Partnerships* program, Emporia State's College of Education (1) provides leadership to formal school district consortia, (2) sponsors critical issues workshops, (3) co-sponsors conferences on topics of special interest, and (4) conducts multi-phase training institutes.

Formal School District Consortia

The College of Education is presently engaged in two major public school collaborative enterprises, one of long standing and one only recently consummated. The College's collaborative arrangements noted above exist with two organizations: the Flint Hills Educational Research and Development Association (FHERDA) and Educational Service and Staff Development of Central Kansas (ESSDAK).

The Flint Hills Education and Research Development Association (FHERDA) is a consortium of 18 public school districts and two special education cooperatives located in east central Kansas. It has been affiliated with Emporia State University since its inception over 15 years ago. The purpose of the consortium arrangement is to strengthen the ties between the University and the member schools to mutually benefit each constituency. The University is actively involved in the following areas:

1. Leadership--The consortium is governed by the member superintendents, the Dean of the ESU College of Education who serves as Executive Director, and a University faculty member who is Associate Director.

The University has played a leading role in numerous activities designed to assist the schools individually and collectively. These activities include the cooperative purchasing of instructional supplies which is coordinated by the University in cooperation with a committee of superintendents, writing and submitting grant proposals on behalf of the schools, providing technical expertise to assist the schools in coping with day to day problems, and more importantly, conducting staff development activities for all school personnel. Additionally, the University initiates regular leadership retreats for the superintendents which feature speakers of national stature.

2. Research--The University provides a variety of research services for the member schools. Data analyses prepared by the University in the areas of finance, staff, pupil population, and instruction are presented in a monthly FHERDA bulletin. Major cooperative research projects are undertaken on an occasional basis. Currently underway is an evaluation of secondary school effectiveness in the consortia which will be continuous in nature and involve special staff hired cooperatively by the consortium and the University.
3. Staff Development--FHERDA is the only multi-school district collaborative in the United States in which all certified school personnel i.e., counselors, teachers, administrators, and paraprofessionals, participate in two one-day conferences on a university campus. Nearly 180 special sessions are designed for the 1,400 participating school personnel. Also, it is worthy of note that all disciplines on campus, that is, science, English, math, music, etc., participate in the campus-wide inservice program for school personnel in the Association.

The University also sponsors a new teacher training program, involving on-site development activities for all beginning teachers within the consortium. Additionally, a continuing training program in the areas of evaluation and supervision of instruction has been implemented for all building administrators in the various districts.

4. Critical Issues Workshops--The University, in cooperation with the FHERDA schools, presents workshops on issues of topical relevance on a continuing basis. Such a co-sponsored workshop on the topic of working with marginal teachers drew 150 administrators and university personnel from across Kansas, while a similar presentation on merit pay and career ladders drew an even wider audience.

The success of the joint ESU-FHERDA efforts to provide support and services to the individual small districts has created an atmosphere in which an increasingly close working relationship has developed between the two institutions. ESU faculty members are frequently in the districts providing professional services, and FHERDA staff members are often on the Emporia State campus providing support services to the University, including classroom instruction.

The Educational Service and Staff Development Association of Central Kansas (ESSDACK) was implemented less than two years ago with 17 districts surrounding McPherson, and is now an organization containing 19 districts with a student enrollment of 17,280 and a faculty and support staff of 1,350. It was initiated by the dean of the College of Education and a few superintendents in the McPherson area. Its organization and purpose are identical to FHERDA, and the director of the Center for Educational Research and Service provides assistance as executive director. ESSDACK has already begun its cooperative purchasing program, employs a part-time coordinator of staff development and inservice education, and has sponsored two staff development/in-service education programs. The ESSDACK Council of Superintendents meets monthly in the Board Office of the McPherson Unified School District. The executive director's participation, as a representative from Emporia State, causes the University to be an on-going part of a very significant educational community in Kansas. The cooperative purchasing and growing staff development programs are a direct result of the executive director's advocacy, advice, or participatory assistance. The letter from President Robert Burkholder submitted with this document in the supporting materials suggests a strong relationship between Emporia State and ESSDACK.

Critical Issues Workshops

Every year public school educators are faced with new problems, or those continuing circumstances which defy easy solutions. Through systematic contact with educators associated with FHERDA, ESSDACK, and other organizations, Emporia State is sensitive to their concerns and broadens its geographical constituency to those Kansas educators who need specific forms of assistance. Enclosed in the supporting materials packet are brochures advertising critical issues workshops conducted during academic year 1984-85.

Conferences on Topics of Special Interest

Personnel at Emporia State are active in numerous associations and agencies, but a special relationship exists with the Kansas Association of School

Boards (KASB), Association of Teacher Educators-Kansas (ATE-K), and the Joint Commission on Public Understanding of the Law (represented on the Joint Commission are the Kansas State Department of Education, Kansas Supreme Court, and Kansas Bar Association). These special relationships have resulted in the co-sponsoring of conferences on the Emporia State campus on issues of mutual concern. In the case of ATE-K and the Joint Commission, this relationship has blossomed into a cooperative initiative for building service networks and producing publications. Present in the supporting materials packet are letters from association/agency leaders, brochures advertising the conferences, and a copy of the Kansas Teacher Education Advocate.

Training Institutes

In 1984 the University's Center for Educational Research and Service sponsored the Curriculum Development Institute, an intensive series of seminars and follow-up activities designed to train curriculum directors. In addition to the curriculum program, institutes are now offered to districts that desire specially-prepared leaders in effective schools and reading coordination. Districts contract with the Center to receive on-campus training and follow-up support, which includes on-site visits by trainers, for a full calendar year. The Institute program is specifically designed to meet goals 3 and 4, as it advocates workable procedures and promotes the use of leadership techniques known to be most effective. Institute brochures are included in the supporting materials packet.

COMMITMENT AND CHANCE FOR REPLICATION ELSEWHERE

That Emporia State is committed to the *Partnerships* program is shown by its heavy investment of regularly-budgeted funds for personnel, office space, and clerical services...especially with its three-year-old Center for Education Research and Service. This is no soft-money project, and it seems likely that the Kansas Legislature will continue to provide the added support necessary to maintain the program. In the 1985 session alone it authorized \$32,984.00 more than the regular operating expenses, for the purpose of funding components of the College of Education's "A Quest for Excellence" proposal.

Given an appropriate amount of funding and adequate staffing, the *Partnerships* program can be replicated by any college or university. Emporia State has been contacted by universities in California and Texas, and Northern Arizona University is now implementing a similar project. Information about the *Partnerships* program will be offered through journal articles and conference presentations in the years to come.

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- 3 Lezotte, Lawrence W. and Bancroft, Beverly A., "Growing Use of the Effective Schools Model for School Improvement," Educational Leadership, Vol. 42, No. 6, March, 1985, pp 23-27.
- 4 Peters, Thomas J. and Waterman, Robert H., In Search of Excellence--Lessons from America's Best-Run Companies, Warner Books, 1984.
- 5 Gilman, Francie, "Cooperative Ventures in Teacher Education," Journal of Teacher Education, Vol. 35, No. 6, November-December, 1984, pp 24-26.

MATERIALS SUMMARY

Working with School District Consortia

- ESSDACK Constitution
- ESSDACK Staff Development Concept Paper

Grants

- Law-Related Education
- Prevention of Child Abuse

Special Projects

- Effective Methods of Teaching

Research Projects

- KATE
- ACT
- Enrollment Patterns (USD 413)
- Public Opinion Poll (USD 453)
- Alumni Attitudes
- Community Opinions
- Curriculum Goals
- Teacher Supply & Demand

Publications

- Follow-Up
- ATE-K Standards
- Connections (Service & Scholars)
- Director of Consortia
- Guide to Middle Level Education
- Guide to the Use of Computers in Education
- Teacher Self-Appraisal
- Student Teaching Handbook
- Professional Relations of Teachers Guidebook

Institute

- Reading
- Curriculum
- (Staff Development is in preparation)

Law-Related Education

Grade K
Grade 1
Project Folder

Workshop Brochures

Kansas Association of School Boards
Get It Together
Others

FHERDA Inservice Seminar Catalog